Effective Teaching and Pedagogical Approaches

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Content-based Language Teaching & Learning

Pedagogical Goals, Process, & Challenges

Co-development of content & new language

Pedagogy of discipline

Pedagogy of language

Specific language of discipline

Academic & social language development

Roles of teacher/teachers

Level of proficiency

Assessment of content & language

The Constructivist Teacher

Adapted from Grennon Brooks & Brooks (1993)

- **Use raw data and primary sources, along with manipulative, interactive & physical materials**

- **When framing tasks, use cognitive terminology, such as classify, analyze, predict, create**

- **Allow student thinking to drive lessons**

- **Shift instructional strategies, or alter content based on student responses**

- **Inquire about students' understandings of concepts before sharing your own understandings of the concepts**

The Constructivist Teacher
Adapted from Grennon Brooks & Brooks (1993) (Cont.)

- Ask open-ended questions of students & encourage students to ask questions of others.

- Seek elaboration of students' initial responses.

- Engage students in experiences that might engender contradictions to students' initial hypotheses & then encourage a discussion.

- Provide time for students to construct relationships & create metaphors.

Teaching as
Discovery with Learners

The first thing I realized was that I was not there to 'teach' but rather to discover along with my students who came to visit…We were there to construct knowledge together.

My goal was to help the students start thinking.

I wanted to create opportunities for the students to learn.

(Language teacher candidate's reflections on collaborative hands-on science lab experience)

Scaffolding

- **Rooted in Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD*)***
- ***The zone of proximal development* is the distance between what a student can do and what s/he can accomplish with assistance**
- **Scaffolding provides support based on the learner's ZPD to facilitate the learner's development**
- **Scaffolding facilitates a student's ability to build on prior knowledge and internalize new information**
- **Scaffolding can be internal or external**
- **Students can use internal resources to master a concept or skill**
- **An effective teacher helps students recognize internal & external resources to support learning**

Learner Grouping Arrangements

Determine learner grouping arrangements for the activities below:

Reflections

Problem solving

Hands-on Activities

Reading Comprehension

Writing Process

Assessment

Developing Activities Individual & Collaborative

How do we decide?

The Context

Place & participant, time available, size of group

Nature of task

Process / product, hands-on activities, reflective, self assessment

The Purpose

Warm-up activities, social interaction, mentoring, formative/summative assessment

Learner-Centered Pedagogy

Every student has a voice, a voice filled with the richness of their language, heritage, and culture. As teachers, we must hear that voice, recognize it and validate it

S.L. ESL Teacher, NY

Learner-Centered Pedagogy

Implementation of this Approach

Examples

Building on

Learners' academic & linguistic background

Learning Strategies

Community Networks

Milo

The Phantom Tollbooth
Norton Juster

"I didn't know that words

could be so confusing"

Milo said to Tock

"Only when you say a lot to say so little"

answered Tock

Milo thought that this was the wisest thing

he has heard all day.

(Page 44)

The Challenges of
Teaching & Learning

A Picture

Is Worth

1000 Words

Verbal and Non Verbal Modes of Teaching

Motivate Students

Clarify, Enhance, & Expand Learning

Images & Pictures

Graphic organizers

Modeling

Experiential

Cultural & artistic perspectives

Expand across disciplines

Challenges

and

Solutions

CALLA
Cognitive Academic Language
Learning Approach
Chamot & O'Malley (1994)

CALLA

Integration between

Content & academic language development

Emphasis on learning strategies

Metacognition

Supported by cognitive science research

Implemented successfully

CALLA

Cognitive Academic Language Learning Approach

Chamot & O'Malley (1994)

Task-Based & Five-Phase Approach

Combining Content, Language, & Learning Strategies

Adapted from Cummins (2004) P. 270

Preparation

Presentation

Practice

Evaluation

Expansion

CALLA

Cognitive Academic Language Learning Approach

Chamot & O'Malley (1994)

Preparation

Find out & Build on:

Students' prior knowledge on content topic

Students' language proficiency

Students' learning strategies

Activate prior knowledge in content & language

to validate students' knowledge & identity

CALLA
Cognitive Academic Language Learning Approach
Chamot & O'Malley (1994)

Presentation

Make new information & skills

accessible & comprehensible

Use Approaches that include:

Modeling

Demonstration

Visual organization & support

CALLA
Cognitive Academic Language Learning Approach
Chamot & O'Malley (1994)

Practice

Students use the new information & skills

Teaching & learning approaches include:

Collaboration

Inquiry

Problem-solving

Hands-on experiences

CALLA

Cognitive Academic Language Learning Approach

Chamot & O'Malley (1994)

Evaluation

Students' self evaluation of their understanding & proficiency of the Content, language & learning strategies they have been practicing

CALLA
Cognitive Academic Language Learning Approach
Chamot & O'Malley (1994)

Evaluation

"Self assessment is the key to student empowerment because it gives students an opportunity to reflect on their own progress toward instructional objectives,

to determine the learning strategies that are effective for them, & to develop plans for their future learning"

O'Malley (1996:3) Cited in Cummins (2004) (P. 270)

CALLA
Cognitive Academic Language Learning Approach
Chamot & O'Malley (1994)

Expansion

Students engage in activities that apply

what they have learned to:

Their own lives

Their families & communities

Aspects of their cultural & linguistic backgrounds

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